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ABSTRACT

The primary purposes of the survey were to assess community attitudes toward the San Lorenzo Valley (CA) Unified School District's schools and to determine the extent to which both the general public and parents of school-aged children perceived the schools as meeting their needs. Other purposes were to update a similar community survey conducted in 1981 and to compare San Lorenzo Valley residents' attitudes toward the public schools to national attitudes as measured by the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools. Survey design included intensive interviewer training, central location evening/weekend calling, a three-call design, continuous supervision, a systematic approach to answering respondent inquiries, double review of completed work, and team coding. Grades given to the schools, the Board and the staff were generally positive, with teachers receiving the best grades and the schools in general receiving the second best. Less positive responses toward the Board and the Superintendent are probably due in large part to higher "don't know" percentages. Opinion was evenly divided on whether the curriculum meets today's needs or should be changed to meet today's needs. Although Gallup data are not fully comparable, they suggest that San Lorenzo Valley may be closer to meeting community expectations in this regard than is schooling generally. Survey instruments, the narrative responses concerning discipline, and additional comments of the respondents are presented in the appendices. (JAZ)

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ED273646

SAN LORENZO VALLEY
UNIFIED SCHOOL DISTRICT

COMMUNITY SURVEY

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Purpose

- The community survey that is the subject of this report was commissioned by the Board of Trustees of the San Lorenzo Valley Unified School District in Felton, California.

- The primary purposes of the survey were to assess community attitudes toward the District's schools and to determine the extent to which both the general public and parents of school-aged children perceived the schools as meeting their needs.

- Additional survey objectives included updating a similar community survey conducted in 1981 by school district volunteers and comparing San Lorenzo Valley residents' attitudes toward the public schools to national attitudes as measured by the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools.

Methods

- The instrument that was used in conducting the survey was designed by the principal consultant of the firm contracted to implement the study, J.D. Franz Research of Sacramento, California, on the basis of questions posed by the District's Superintendent and Board of Trustees.

- The sample for the survey was a computer-generated random digit dialing sample. Within households, the individual to be interviewed was selected via the "youngest male adult - youngest female adult" technique.

- Implementation strategies included intensive interviewer training, central location evening/weekend calling, a three-call design, continuous supervision, a systematic approach to answering respondent inquiries, double review of completed work, and team coding.

- Results of the survey can be generalized to the total area telephone household population at 95% confidence within a ±5 percentage point interval on the basis of sample size.

- Population characteristics suggest generalizability on the basis of sex but not on the basis of age. The presence of a high percentage of respondents who were cooperative but know nothing about the schools suggests that the sample was skewed toward the 30-39 and 40-49 age groups by the presence of school-aged children. It is therefore probably most accurate to say that the findings are representative of San Lorenzo Valley residents who have at least some knowledge of or information about the schools.

Findings

- Most respondents have lived in the San Lorenzo Valley for some time.
- Over half of respondents have children in school, predominantly in San Lorenzo High, Boulder Creek Elementary and Quail Hollow Elementary.

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- The five biggest problems with which the San Lorenzo Valley schools must deal are perceived as being overcrowding, lack of funds, drug and/or alcohol use, the transportation system, and incompetent teachers. The findings with respect to overcrowding and transportation in particular stand in marked contrast to national findings as reported by the Gallup Poll.

- What respondents like most about the local public schools is the teachers, followed by program improvement and/or upgrading, community involvement, the curriculum, and the schools' academic standards.

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- Grades given to the schools, the Board and the staff were generally positive, with teachers receiving the best grades and the schools in general receiving the second best. Less positive responses toward the Board and the Superintendent are probably due in large part to higher "don't know" percentages.

- Both teachers and the schools in general fared better than they did nationally according to Gallup and at levels that are statistically significant. The Board and the Superintendent fared about the same.

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- Newspapers were the most frequently reported source of information about the public schools, followed by students, members of the Board and of the faculty, parents of students and District and/or school newsletters.

- The majority of evaluations of the communciation between the San Lorenzo Valley schools were positive, although substantial percentages found it to be only "fair" or "poor."

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- Opinion was evenly divided on whether the curriculum meet today's needs or needs to be changed to meet today's needs.

- The most frequent recommendations for curriculum change were increased computer/technology education, increased vocational education, increased "3 Rs" emphasis, increased "real life" education, more emphasis on English and communication skills, increased math and science offerings, and curriculum modernization.

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- Most respondents believe that the District is doing an "excellent" or "good" job in achieving each of its stated goals.

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- The largest groups of respondents believe that elementary school students work just about the right amount in school and on homework and that junior and senior high school students do not work hard enough.

- Overall, close to a third of respondents believe that students do not work hard enough at any level, while only minute fractions believe that they work too hard.

- Although Gallup data are not fully comparable, they suggest that San Lorenzo Valley may be closer to meeting community expectations in this regard than is schooling generally.

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- A clear majority of respondents believe that the level of discipline in the San Lorenzo Valley schools is just about right, although somewhat less than a third believe it is not strict enough.
- Substantial numbers of respondents appear to believe that teachers are either unwilling or unable to provide effective discipline.

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- Additional comments and reactions to survey participation are presented verbatim in Appendices C and D. The former are primarily positive, with an emphasis on, "keep up the good work." The latter are overwhelmingly positive.

Findings by Length of Residence in Area and by Parental Status

- Although there were some interesting differences among responses according to length of residence in the San Lorenzo Valley and by parental status (i.e., for parents vs. non-parents), none of these differences were found to be statistically significant; all of them could have occurred by chance.

Conclusions and Recommendations

- The residents who are familiar with the San Lorenzo Valley schools are quite favorably disposed toward them.
- A substantial percentage of the population knows virtually nothing about its local public schools.
- Positive reactions are clearly attributable, at least in part, to the upgrading undertaken by the current Board and Superintendent.
- Areas of concern that merit further investigation to determine whether action is warranted are overcrowding, student drug and alcohol use, the adequacy and cost of the transportation system, teacher quality and/or remuneration, curriculum content, schoolwork and homework policy, and teachers' ability and willingness to effect discipline.
- Lack of funds may not be a solvable problem, but the possibility of more creative or aggressive pursuit of funding should be considered.
- While the District's public relations appear strong, its public information appears relatively weak. The District should give serious consideration to an enhanced public information effort.

I. INTRODUCTION

The community survey that is the subject of this report was commissioned by the Board of Trustees of the San Lorenzo Valley Unified School District in Felton, California on August 15, 1985. The primary purposes of the survey were to assess community attitudes toward the District's schools and to determine the extent to which both the general public and parents of school-aged children perceived the schools as meeting their needs. Additional objectives included updating a similar community survey conducted in 1981 by school district volunteers and comparing San Lorenzo Valley residents' attitudes toward the public schools to national attitudes as measured by the Annual Gallup Poll of the Public's Attitudes Toward the Public Schools.

Planning for the survey took place during early September and involved four of the five members of the Board of Trustees, the District's Superintendent, and the President of the research firm commissioned to conduct the study, J.D. Franz Research (JDFR) of Sacramento, California. Survey design, pretesting and interviewer training were completed in late September, and actual interviewing, which was conducted by telephone, took place between September 30 and October 28. A detailed discussion of the methods used in conducting the survey can be found in Section II of this report.

Following this Introduction and the above-mentioned Survey Methods section, the report is divided into three additional sections. Section III presents General Population Findings from the survey, Section IV discusses Findings by Length of Residence in the Area and by Parental Status, and Conclusions and Recommendations are presented in Section V. The body of the report is then supplemented by four appendices: one containing the actual Survey Instrument (Appendix A), and three containing verbatim transcriptions of respondents' answers to open-ended questions that either did not lend themselves to coding or were intentionally not coded in order to preserve the richness of the responses. These questions, with emphasis added, were:

- In what way is discipline (too strict) (not strict enough)? - (Appendix B)
- Do you have any (other) comments about the local public schools that you would like me to pass on to the San Lorenzo Valley School District? (Appendix C)
- Could you tell me what your reactions have been to taking part in this survey? (Appendix D)

II. SURVEY METHODS

Instrument Design

The instrument that was used in conducting the survey was designed by JDFR's principal consultant on the basis of questions posed by the Superintendent and Board of Trustees of the San Lorenzo Valley Unified School District (SLVUSD). A preliminary draft of the instrument was then pre-tested among a random sample of community residents. Modifications were made in consultation with the Superintendent and the final draft was submitted to the Board of Trustees for review and approval. Appendix A contains a copy of the final instrument as approved.

Sample Selection

The sample for the survey was a computer-generated random digit dialing sample designed to obtain responses generalizable to the community as a whole within predetermined statistical limits. Random digit dialing, the most sophisticated and accurate method of telephone interview sample selection, has the advantage over directory sampling of including households with unlisted, too new to be listed or inaccurately listed numbers. This approach permits the results to be generalized to all telephone-owning households in the San Lorenzo Valley.

Prefixes for the sample (the first three digits of a telephone number) were selected by SLVUSD to represent the area within Santa Cruz county served by the district. These prefixes were then randomly assigned the remaining four digits of a telphone number by a computer program developed and maintained by JDFR. The resulting seven-digit numbers were printed out onto call record sheets designed to facilitate interviewers' recording of their progress toward full sample implementation.

Within households, the individual to be interviewed was selected via the "youngest male adult-youngest female adult" technique. This respondent selection technique is relatively simple for interviewers to implement and has been demonstrated to achieve an age-sex distribution that approximates population parameters. In implementing this technique, the interviewer merely concludes the introduction to the survey by asking to interview the youngest male of a

specified age (or older) who is at home. If there is no male in residence or available, the interviewer asks to interview the youngest female within the specified age parameters who is at home. The extent to which use of this technique during the San Lorenzo Valley survey achieved its purpose is discussed in the sub-section on "Generalizability of the Findings" beginning on page 5.

Interviewer Training

All of the interviewers who administered the survey underwent intensive training prior to conducting any actual interviews. This training included instruction in interviewing techniques, orientation to the mechanics of calling & recording, and extensive practice with the survey instrument as well as with a systematic approach to answering respondents' inquiries. All training was conducted by the Prinicpal Consultant with the assistance of the Research Coordinator.

Survey Implementation

All of the calling for the survey was conducted from a central location using trained interviewers under continuous supervision. Rigorous attention was paid to standard interviewing techniques, and a systematic approach to answering respondent inquiries was employed. In order to ensure that working people were adequately represented, all calls were placed between the hours of 5-9 p.m. Monday through Thursday, 10 a.m. - 3 p.m. on Saturday and 1-5 p.m. on Sunday.

Up to three attempts were made to reach an eligible respondent at each of the numbers in the sample. Call-backs to any given number were made on different days of the week and at different times of day in order to maximize the probability of finding an eligible individual at home. The results of the calling for all numbers in the sample are portrayed in Figure 1 on page 4.

Coding of all closed-ended questions was accomplished by the interviewers after they had conducted the interviews. Upon completion of the interviewing and coding, each survey was immediately checked for accuracy, clarity and completeness by JDFR's Research Coordinator so that any problem areas could be discussed with the interviewer while the conversation was still remembered. A coding team comprised of the Principal Consultant, the Research Coordinator and senior research staff then coded the open-ended questions following the completion of all interviews. In order to achieve consistency, the coding team worked in pairs and as a group, checking each others' work and fully discussing any debateable responses prior to coding them.

FIGURE 1

Results of Calling

TOTAL NUMBERS DIALED ONE OR MORE TIMES			1,655
Less:			
Numbers Not Assigned Or Not Working	= 333	479	
Business Numbers	= 82		
Numbers Not In Target Population (E.g., Scotts Valley, Pay Phones, Motels)	= 64		
Equals:			
Potentially Usable Numbers			1,176
Less:			
Numbers At Which There Was No Appropriate Contact At Up To Three Attempts			
No Answer, Busy Signal, Answering Machine	= 334	540	
No Adult At Home	= 7		
Communication Barrier (Foreign Language; Hearing Impaired)	= 2		
Lack of Knowledge About Schools	= 197		
Equals:			
Numbers At Which Appropriate Contact Was Made			631
Less:			
Refusals	= 208	230	
Interviews Terminated In Progress	= 22		
Equals:			
Completed Interviews			401

Completed Interviews As A Percentage Of Potentially Usable Numbers	= 34%
Refusals And Terminations As A Percentage Of Potentially Usable Numbers	= 20%
Completed Interviews As A Percentage Of Potentially Usable Numbers Adjusted For The Probability Of Non-Working, Business And Non-Target Numbers	= 48%
Refusals And Terminations As A Percentage Of Potentially Usable Numbers Adjusted For The Probability Of Non-Working, Business And Non-Target Numbers	= 27%

Generalizability of the Findings

Because the survey was conducted via random digit dialing, it is possible to generalize the results to all telephone households in sampled prefixes within the limits imposed by the total sample size (n = 401). These limits are that we can be 95% confident that a given response is within ±4.5% of the response we would have obtained had we interviewed someone in every telephone household rather than in a sample of households. For example:

> If 45% of respondents said something needed to be changed "X" and 55% said it did not, we can be 95% confident (or the odds are 19 to 1) that the response would have been somewhere between 40.5% and 49.5% aware and 50.%5 and 59.5% not aware had we interviewed in every household.

These limitations apply to responses that are fairly close together - i.e. in the vicinity of a 50/50 split. More divergent responses are subject to less probable variability from the population values. Thus, if the response were 90% for change and 10% for the status quo, we could be 95% confident that the response from all telephone households would be within ±2.7% of these figures.

Another indicator of the extent to which we can be confident in the results of a community survey is the degree of congruence between the characteristics of the sample and the demographics of the population from which it was selected. Although only a relatively small area of Santa Cruz county was sampled and it is now 1985 rather than 1980, population characteristics can be approximated using 1980 United States Census Data. Comparisons of these data with sample data are presented in Table 1 (sex) below and Table 2A (age) on page 6.

TABLE 1

SEX OF RESPONDENTS COMPARED TO
1980 U.S. CENSUS DATA FOR SANTA CRUZ COUNTY

Sex	Respondent Distribution	Census Distribution	Difference
Male	48.9%	48.9%	0.0%
Female	51.1%	51.1%	0.0%

TABLE 2A

AGE OF RESPONDENTS COMPARED TO
1980 U.S. CENSUS DATA FOR SANTA CRUZ COUNTY

Age Group	Respondent Distribution	Census Distribution*	Difference
18-19	6.5%	4.9%	1.6%
20-29	16.9%	27.7%	(10.8%)
30-39	46.4%	21.7%	24.7%
40-49	17.2%	11.3%	5.9%
50-59	4.9%	11.5%	(6.6%)
60-64	2.4%	5.5%	(3.1%)
65 and Older	3.8%	17.4%	(13.6%)
Refused	1.9%	N/A	

* As a percentage of those aged 18 and older.

As Table 1 indicates, the sex characteristics of the sample are identical to the the sex characterstics of the population - an infrequent occurrence given the statistical limitations inherent in the sample size. This generates considerable confidence in our ability to generalize the sample findings to the population as a whole.

As Table 2 indicates, however, there is a definite difference in age distributions between the sample and the population. There are two obvious potential explanations for this. The first is that the sample is not representative. Yet given the congruence of the sex characteristics data, this appears highly improbable. The second is that there is a significant difference between the age distribution of the San Lorenzo Valley and the age distribution of Santa Cruz County. While this is certainly possible (the boundaries of Census tracts do not permit us to make an accurate comparison), it seems unlikely that the difference would be large enough to account for all of the variation between sample and population characteristcs. Another explanation therefore seems warranted.

One unanticipated (and in JDFR's experience unprecedented) development in the implementation of the survey was the fact that a substantial percentage of those

contacted (23.8%) declined to participate because they claimed to know little or nothing about the public schools - i.e., they would have answered "don't know" to all questions.* Although the most logical cause of this would be newness in the area, the data suggest that another cause was parental status and its relationship to age. Table 2B below, which displays the age distribution of respondents by parental status, strongly suggests that the response was skewed toward those in the 30-39 and 40-49 age group and away from younger and older age groups by the presence of school-aged children. In all probability, those who were totally unfamiliar with the schools had no children in school - and were also less likely to be in the prime age groups for having school-aged children.

In sum, Census comparisons suggest generalizability of the findings by sex to all telephone households but not fully by age. It is therefore probably most accurate to say that the findings are representative of San Lorenzo Valley residents who have at least some knowledge of, or information about the schools, and that these residents are more likely to be parents.

TABLE 2B

AGE OF REPSONDENTS BY PARENTAL STATUS

Age Group	Respondents With Children Attending School	Respondents Without Children Attending School	Difference
18-19	0.0%	5.6%	(5.6%)
20-29	4.9%	13.0%	(8.1%)
30-39	34.2%	12.2%	20.0%
40-49	11.5%	5.7%	5.8%
50-59	0.8%	4.2%	(3.4%)
60-64	0.2%	2.0%	(1.8%)
65 and older	0.0%	3.7%	(3.7%)
Refused	0.8%	1.2%	(0.4%)

* In point of fact, when this phenomenon was first encountered, the interviewers were instructed to persist with the interview at least to the midway point; in all cases they wound up with every question marked "don't know."

III. GENERAL POPULATION FINDINGS

This section of the report presents and discusses responses to each of the survey's questions for all 401 respondents. Complete question wordings can be found in t e survey instrument, which is contained in Appendix A.

Length of Residence in the San Lorenzo Valley (Question 1)

The length of respondent's residence in the San Lorenzo Valley is portrayed in Table 3 below. As this table indicates, most respondents have been in the area for some time; slightly over two-fifths have resided in the Valley ten years or more and another somewhat over a fifth have resided there between six and 9.9 years. Newcomers, or those who have been in the Valley less than a year, represent under a tenth of all respondents.

TABLE 3

RESPONDENTS' LENGTH OF RESIDENCE IN THE SAN LORENZO VALLEY

Length Of Residence	Percent Response
Less Than One Year	8.0%
One - 2.9 Years	10.0%
Three - 5.9 Years	18.5%
Six - 9.9 Years	22.2%
Ten Years Or More	41.1%
No Response	0.2%
TOTAL	100.0%

Parental Status (Questions 2, 3 and 4)

Table 4 on page 9, which displays the parental status of respondents, shows that over half of respondents have children in school. The numbers of children these parents have in school are portrayed in Table 5 on page 9.

TABLE 4

RESPONDENTS' PARENTAL STATUS

Have Children In School	52.4%
Do Not Have Children In School	47.6%
TOTAL	100.0%

TABLE 5

NUMBER OF CHILDREN RESPONDING PARENTS HAVE IN SCHOOL

Number Of Children	Percent Of Parents (n = 210)
One	52.9%
Two	31.0%
Three	11.4%
Four	2.9%
Five	--
Six	1.0%
Seven	0.5%
Eight	0.5%
TOTAL	100.2%*

* Figures do not add to 100% due to rounding error.

As Table 5 indicates, the majority of parents have a single child in school, while close to another third have two children in school. Less than five percent have more than three children in school.

Table 6 below shows the schools attended by the children of responding parents. As this table indicates, somewhat less than a third of responding parents have children attending San Lorenzo High, and approximately a fifth each have children attending Boulder Creek and Quail Hollow elementary schools. Somewhat lesser percentages have children in San Lorenzo Elementary and San Lorenzo Valley Junior High, and smaller percentages yet have their children enrolled in private and "other" schools*, most notably those in other districts.

TABLE 6

SCHOOLS ATTENDED BY CHILDREN OF RESPONDING PARENTS

School	Percent of Parents * (n = 210)
Boulder Creek	20.5%
Quail Hollow	22.4%
San Lorenzo Elementary	16.2%
San Lorenzo Valley Junior High	15.2%
San Lorenzo High	30.5%
Private	10.0%
Other	6.7%
No Response	1.0%

* Figures add to more than 100% due to multiple responses (n = 47).

* It should be noted that the figure of 10.0% enrolled in private schools should be compared to the current national average of 12 percent.

Biggest Problems Confronting the Public Schools (Question 5)

The ten problems most frequently mentioned initially as being among "the biggest problems with which the public schools in this community must deal" are displayed in Table 7 below. Table 8 on page 12 portrays respondent's perceptions of the five biggest problems when both initial and subsequent answers are taken into consideration.

TABLE 7

TEN MOST FREQUENTLY MENTIONED "BIGGEST PROBLEMS": FIRST RESPONSE

Problem	Percent Of All Respondents Mentioning First
Overcrowding	17.5%
Drug/Alcohol Use	11.7%
Lack Of Funds	11.2%
Transportation System	7.5%
Incompetent Teachers	6.5%
Miscellaneous Problems	5.7%
Poor Curriculum	5.2%
There Are No Problems	4.2%
Discipline	3.5%
Underpaid Teachers	2.5%

TABLE 8

FIVE MOST FREQUENTLY MENTIONED "BIGGEST PROBLEMS":
FIRST AND SECOND RESPONSES COMBINED

Problem	Percent Of All Respondents Mentioning First Or Second
Overcrowding	21.4%
Lack Of Funds	13.0%
Drug/Alcohol Use	9.5%
Transportation System	9.2%
Incompetent Teachers	8.7%

The following responses are illustrative of eight "top ten" categories that actually represent clusters of problems.

Overcrowding

- Not enough room for students in the schools
- Overcrowded, there are twice as many at Boulder Creek as there ought to be
- Class size too large
- Enrollment - overcrowded right now and is apparently not going to get better

Drug/Alcohol Use

- Definitely drugs on campus - should be a closed campus; crack down on the drug users
- Drug traffic is distracting child - too available
- Drug abuse among students - need more tighter control
- Too much drug abuse in school; they're all flying high

Lack of Funds

- Lack of money
- Not enough funding for supplies and teachers' aides
- Lack of funds to promote facilities
- Not enough funding

Transportation System

- Transportation is lacking - we shouldn't have to pay for public transit
- Costs of busing and cost to parents to get kids to school
- Buses - transportation is rotten

Incompetent Teachers

- Shortage of quality teachers and principals
- Getting good enough teachers - some of the older ones should be let go
- Unqualified teachers - they should be required to take a minimum requirements exam at least every 4 years
- To keep high caliber of instruction - teachers

Poor Curriculum

- Getting the fundamentals of education in. They're having a difficult time with that since the classrooms are so large
- Not a good enough well-rounded education
- Getting away from Biblical principles of God - go more for philosophy of world - not of God
- They need to go back to basics

Miscellaneous problems, which did not fall into any particular category even though they ranked sixth at first mention as a group, included responses such as the following:

- Additional facilities for recreation for young teenagers
- Different income levels in the area
- Schools are serving such a vast area that the students don't get to know each other well
- I'm not sure if this is a problem, but I see school kids out in the streets early in the morning, still dark, waiting for the school bus - maybe they are starting classes a bit too early.

The category There Are No Problems was typically expressed as follows:

- There is no problem
- None really - pretty happy
- From what I hear, I don't hear of any
- I don't see any problems

As the data in Tables 7 and 8 indicate, the major problems confronting the San Lorenzo Valley schools insofar as the public is concerned are basically five: overcrowding, lack of funds, drug and/or alcohol use, the transportation system, and incompetent teachers. Whether one considers only first mention or both first and second mentions, the problem set remains constant; only the order of lack of funds and drug/alcohol use is reversed, and that by only a few percentage points.

What is particularly interesting about these data is that they stand in quite marked contrast to the biggest problems identified nationally by Gallup in response to the identical question.* Comparable data from Gallup's 1984 Poll of the Public's Attitudes Toward the Public Schools, the latest available, are displayed in Table 9 on page 15.

* Question placement also needs to be taken into consideration in comparing survey responses, and it should be noted that the placement of Gallup's question was probably different. However, it appears doubtful that placement alone could account for such substantial differences.

TABLE 9

BIGGEST PROBLEMS WITH WHICH THE PUBLIC SCHOOLS MUST DEAL: 1984 GALLUP POLL *

Problem	Percent Of National Sample (%)
Lack Of Discipline	27
Use Of Drugs	18
Poor Curriculum/Poor Standards	15
Lack Of Proper Financial Support	14
Difficulty Getting Good Teachers	14
Integration/Busing	6
Teachers' Lack Of Interest	5
Parents' Lack Of Interest	5
Low Teacher Salaries	4
Pupils' Lack Of Interest/Truancy	4
Drinking/Alcoholism	4
Large Schools/Overcrowding	4
Problems With Administration	3
Crime/Vandalism	3
Mismanagement Of Funds	2
Lack Of Proper Facilities	2
Moral Standards	1
Teachers' Strikes	1
Communication Problems	1
Parental Involvement With School Activities	1
Lack Of Needed Teachers	1
Fighting	1
Government Interference	1
There Are No Problems	1
Miscellaneous	4
Don't Know/No Answer	10

* Source:

Phi Delta Kappa. Polling Attitudes of Community on Education: Manual. 1985 Update. Figures do not add to 100% because of multiple answers.

Nationally, lack of discipline ranked first, whereas only 9.5% of San Lorenzo Valley respondents even mentioned it, and only 3.5% mentioned it first. Overcrowding, on the other hand, apparently the biggest problem in the San Lorenzo Valley, is way down on Gallup's list. Similarly, transportation problems (except in connection with busing) do not even appear on the Gallup list. Among the "top ten," only drug/alcohol use*, lack of funds and incompetent teachers appear in similar positions. It would appear, then, that the San Lorenzo Valley is quite distinct, and also that respondents were not simply reflecting national opinion trends when they referred to overcrowding and transporation problems.

What Respondents Like Most About the Public Schools (Question 6)

The things that respondents reported liking most about the San Lorenzo Valley schools are displayed in Table 10 on page 17, in which the first column of data represents the things most frequently mentioned first or second. [Table 10] As this table indicates, what residents like about their public schools is exceedingly consistent; using a cutoff of five percent of all respondents (n = 20) yields the addition of only one item to the list when both first and second mentions are taken into consideration as opposed to only the first mention, and the order of things liked remains constant. Clearly, what the community is most enthusiastic about is the District's teachers, although substantial support also accrues to program improvement and/or upgrading, community involvement, the curriculum and the schools' academic standards.

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* As can be seen from Table 9, Gallup separates drug and alcohol use. The combined national figure for these two categories is 22%, which is considerably higher than the San Lorenzo Valley's 9.5%.

TABLE 10

WHAT RESPONDENTS LIKE MOST ABOUT THE SAN LORENZO VALLEY SCHOOLS *

Response	Percent Of All Respondents Mentioning First	Percent Of All Respondents Mentioning First Or Second
Good Teachers	18.0%	22.2%
General Response	7.7%	10.2%
Program Improvement Or Upgrade	6.7%	8.2%
Community Involvement	4.7%	7.2%
Academic Standards	4.7%	6.7%
Curriculum	4.2%	5.5%
Parent/Teacher Relations	(2.7%)	5.2%

* Includes all responses representing more than five percent (5%) of all respondents (n = 20).

Generally positive remarks that respondents were either unwilling or unable to elaborate upon made up another large category. Responses that typify these categories are as follows:

Good Teachers:

- Teachers are more interested in children than salary
- Teachers and administrators concerned about doing good job
- Teachers are caring and responsive
- Dedicated teachers at Quail Hollow
- Excellent teachers

General Response:

- Doing an excellent job with what they have to work with
- Good schools
- Education is good

Program Improvement or Upgrade

- Doing better since the High School lost its accreditation
- Committed to improvement
- They are usually working toward the betterment of the system
- They are academically improving

Community Involvement:

- Community oriented
- The personal feeling - since it's such a small community
- Community involvement
- Communities are very supportive

Academic Standards:

- The educational standards are high
- Quail Hollow seems pretty good academically
- The High School has high standards; that's the only thing I like about them

Curriculum

- Improvement in curriculum
- They are stressing the basics in Reading, Writing and Math
- A lot of alternatives in education concepts (e.g. guest speakers, etc.)

Grades for the San Lorenzo Valley Schools (Questions 7, 8, 9 and 10)

Table 11 on page 19, shows how respondents would grade the local public schools, the Board of Education, the Superintendent, and local public school teachers.

Responses on this subject were generally positive, and overwhelmingly positive insofar as teachers are concerned. The schools in general earned almost two-thirds A or B grades, the Board and the Superintendent obtained As or Bs from around two-fifths of respondents, and the teachers were rewarded with almost three-quarters As and Bs. The relatively lower percentages of A and B grades assigned to the board and Superintendent are in all probability accounted for in large measure by the relatively higher "don't know" responses, although it should be noted that they also earned a somewhat higher percentage of "Fail" grades. Nonetheless, D and Fail grades in all cases were assigned by less than ten percent of respondents, and in the case of teachers they represented only 1.2% of the total.

TABLE 11

GRADES ASSIGNED TO THE LOCAL PUBLIC SCHOOLS, THE BOARD OF EDUCATION, THE SUPERINTENDENT, AND TEACHERS

Grade	Percent Response For Schools	Percent Response For Board Of Education	Percent Response For Superintendent	Percent Response For Teachers
A	10.5%	7.5%	10.2%	27.2%
B	53.9%	31.2%	33.2%	45.6%
C	23.4%	26.2%	17.0%	16.5%
D	4.5%	4.5%	5.0%	1.0%
Fail	0.5%	3.2%	3.2%	0.2%
Don't Know	6.0%	26.4%	29.9%	8.2%
No Response	1.2%	1.0%	1.5%	1.2%
TOTALS	100.0%	100.0%	100.0%	99.9%*

* Figures do not add to 100% due to rounding error.

These data compare closely or favorably to Gallup responses to similar questions, which are portrayed in Table 12 below. As these data indicate, ratings for the Board and Superintendent/administrators were quite similar, whereas those for schools were somewhat more favorable locally and those for teachers were substantially more favorable.* In short, San Lorenzo Valley residents are at least as satisfied with their public school as are people nationally, and in some respects they are more satisfied.

TABLE 12

RATINGS OF LOCAL PUBLIC SCHOOLS, SCHOOL BOARD, ADMINISTRATORS AND TEACHERS: 1984 GALLUP POLL*

Rating	Schools	School Board	Administrators	Teachers
A	10%	9%	13%	13%
B	32%	32%	34%	37%
C	35%	29%	29%	31%
D	11%	11%	8%	7%
Fail	4%	6%	5%	3%
Don't Know	8%	13%	11%	9%

* Source: Phi delta Kappa. PACE Manual.

Actual questions were as follows:

- Students are often given the grades A, B, C, D, and FAIL to denote the quality of their work. Suppose the *public* schools themselves, in this community, were graded in the same way. What grade would you give the public schools here - A, B, C, D, or FAIL?
- Now, what grade would you give the school board in this community?
- Now, what grade would you give the principals and administrators in the local public schools in this community?
- Now, what grade would you give the teachers in the public schools in this community?

Please note that the third question refers to all administrators, not just to the Superintendent.

* The differences between the A and B ratings on the two surveys with respect to the schools generally and teachers specifically are both statistically significant, $p < 0.01$.

Sources of Information About the Public Schools (Question 11)

Table 13 below shows respondents' reported sources of information about the public schools. Predictably, "newspapers" were reported as the most frequent source, both upon first mention and for a combination of up to three mentioned sources. However, substantial percentages of respondents also reported learning about the schools from students, members of the Board and of the faculty, parents of students, and District and/or school newsletters. "Other" sources of information, which taken together represent the third most frequently mentioned category, and illustrated by the following responses:

- Volunteer in child's class
- Personal experience as student
- Word of mouth, "the grapevine"
- Back-to-school night, open house, parent-teacher conferences
- First-hand involvement in the District

TABLE 13

SOURCES OF INFORMATION ABOUT THE PUBLIC SCHOOLS

Source	Percent Mentioning First	Percent Mentioning First, Second Or Third
Newspapers	24.9%	55.9%
Students	19.2%	45.4%
School Board/Faculty	13.0%	28.9%
Parents Of Students	12.2%	28.7%
District/School Newsletters	8.0%	24.9%
Other Adults	4.7%	12.7%
Radio/Television	0.5%	4.2%
Other	16.5%	30.9%
Don't Know	0.2%	--
No Response	0.7%	--
TOTALS	99.9%*	--**

* Figures do not add to 100% due to rounding error.
** Figures add to more than 100% due to multiple responses.

Evaluation of School Communication (Question 12)

Respondents' evaluations of the communication between the San Lorenzo Valley schools and the public are portrayed in Table 14 below. As this table indicates, the evaluations were generally positive, with close to half responding "good" and another somewhat over a tenth responding "excellent." However, slightly over a quarter found the communication to be only "fair" and approaching a tenth found it to be "poor."

TABLE 14

EVALUATION OF COMMUNICATION BETWEEN THE SAN LORENZO VALLEY SCHOOLS AND THE PUBLIC

Evaluation	Percent Response
Excellent	13.2%
Good	47.1%
Fair	26.2%
Poor	8.0%
Don't Know	5.0%
No Response	0.2%
TOTALS	100.0%

Extent Which Curriculum Meets Today's Needs (Questions 13 and 14)

Table 15 on page 23 displays respondents' answers to the question, "Do you think the school curriculum in this community needs to be changed to meet today's needs, or do you think it already meets today's needs? Opinion on this subject was almost exactly evenly divided, with somewhat over two-fifths of respondents each believing that the curriculum needs to be changed and that it already meets today's needs.

TABLE 15

EXTENT TO WHICH CURRICULUM MEETS TODAY'S NEEDS

Needs To Be Changed To Meet Today's Needs	43.1%
Meets Today's Needs	43.4%
Don't Know	12.7%
No Response	0.7%
TOTAL	99.9%

* Figures do not add to 100% due to rounding error.

The nine most frequently proposed changes to the curriculum, representing all changes mentioned by at least five percent of those respondents who believed the curriculum needs to be changed (n = 9 of 173), are depicted in Table 16 on page 24.

TABLE 16

MOST FREQUENTLY MENTIONED

CURRICULUM CHANGE NEEDS

Proposed Change	Percent Of Those Believing Change Needed (n = 173)
Increase Computer/Technology Education	15.0%
Increase Vocational Education	12.1%
Emphasize 3 R's More	11.0%
Increase "Real Life" Education	9.2%
Emphasize English/Communication Skills More	7.5%
Increase Math/Science Offerings	6.4%
Modernize Curriculum	5.8%
Not Specified	9.8%
Not An Answer	21.4%

As this table indicates, concrete change recommendations clustered into six major categories: increasing computer and/or technological education, increasing vocational education, emphasizing the "3 Rs" more, increasing "real life" education, emphasizing English and/or communications skills more, and increasing math and/or science offerings. Another group of respondents recommended general or overall curriculum modernization, without specifying any particular subject matter area. These seven types of responses are illustrated by the following remarks:

Increase Computer/Technology Education

- Emphasize computer and electronics - get full-time computer and electronics teachers
- They should teach how to use calculators from the first grade
- More computers for upper grade levels

Increase Vocational Education

- More business-oriented courses should be added
- More pratical job-oriented curriculum than college-oriented courses, such as shops; most of the students are not going to college

- More vocation-oriented classes
- Vocational training for students not going into college (apprenticeships)

Emphasize 3 R's More

- More concentration on basic skills, traditional academics
- Need to emphasize more the basics and quality in reading and writing
- Go back to basics (academics)

Increase "Real Life" Education

- Increasingly relevant-actual problems facing society
- Teach more things about "daily life"; to be more aware of the real world
- Students need to be taught to be more in tune with the real world

Emphasize English/Communication Skills More

- Not enough emphasis on writing communication skills
- Functionally illiterates need to be addressed
- Need to bring back phonics
- English program needs improvement

Increase Math/Science Offerings

- No science department to speak of
- Teaching general science and logic or math
- More variety of classes such as math and science
- Need more sophisticated courses, e.g. math, science

Modernize Curriculum

- Education needs to be "state of the art"
- The books and techniques are old and should be modified
- More money should be spent to upgrade books, furniture, facilities, equipments, etc.
- Incorrect history data and political science, too - upgrade text books

Almost a tenth of those answering this question indicated that change was needed but were unable or unwilling to specify what that change might be. Respondents of this nature are typified by the following answers:

- Can always be improved
- We should prepare for the future
- Curriculum should be tightened

Finally, a large group of respondents to this question - the largest, in fact - gave answers that had nothing whatsoever to do with curriculum. For example:

Not An Answer

- The lottery money should help in restoring some of the activities Proposition 13 eliminated
- In general, they need younger, more lively, modern teachers
- Parents need to spend more time with the children
- I think the grading system should be: the harder a student tries, the better the grade; not based on test score results
- Students have unrealistic expectations about job market - they expect $5 an hour to start and don't realize that some adults don't make that
- Keep kids busy so they are not buying drugs
- High school - spend more time in school
- Age of admittance in kindergarten should be raised for boys and kept the same for girls

One can only conclude that the word "curriculum" is beyond the understanding of a not insignificant portion of the survey population.

Evaluation of Achievement of District Goal Statements (Questions 15A, B and C)

Table 17 on page 27 portrays respondents' evaluations of the job the District is doing in achieving the three major components of its goal statement.

From this table, it is apparent that most respondents believe the District is doing either an "excellent" or a "good" job of achieving each of its stated goals. Moreover, differences among the three statements are insignificant; the only noticeable difference is the relatively lower "good" evaluation of the Demonstrate Achievement component, which is in all probability accounted for by the relatively higher "don't know" response.

It should be noted, however, that combined "fair" and "poor" evaluations represent between approximately a third and two-fifths of respondents. Support in this area is far from universal.

TABLE 17

EVALUATION OF ACHIEVEMENT OF DISTRICT GOAL STATEMENTS

Goal Statement	Evaluation						
	Excellent	Good	Fair	Poor	Don't Know	No Response	TOTALS
To Provide Effective Schools In Which All Students:							
• Master Basic Skills	8.5%	55.6%	27.2%	5.5%	2.5%	0.7%	100.0%
• Seek Academic Excellence In All Subjects	7.0%	46.9%	29.4%	10.7%	5.7%	0.2%	99.9%*
• Demonstrate Achievement Through Systematic Testing	8.5%	42.6%	27.9%	6.0%	13.7%	1.2%	99.9%*

* Figures do not add to 100.0% due to rounding error.

Assessment of How Hard Students Work (Questions 16, 17 and 18)

Respondents' assessments of whether students work too hard, not hard enough or just about the right amount in school and on homework at various levels are displayed in Table 18 below.

TABLE 18

ASSESSMENT OF HOW HARD STUDENTS WORK

Assessment	Elementary School Level	Junior High School Level	High School Level
Too Hard	3.2%	2.0%	3.0%
Just About The Right Amount	49.9%	28.2%	29.4%
Not Hard Enough	30.7%	30.9%	37.2%
Don't Know	16.0%	37.7%	29.9%
No Response	0.2%	1.2%	0.5%
TOTALS	100.0%	100.0%	100.0%

As this table indicates, the largest groups of respondents believe that elementary school students work just about the right amount and that junior and senior high school students do not work hard enough. However, these data may be somewhat deceptive given the larger "don't know" responses for the two high school levels. Overall, close to a third of respondents believe that students do not work hard enough at any level, while only minute fractions believe that they work too hard.

When Gallup asked similar questions, the response option "just about the right amount" was not included, and the high school level was not broken out into its junior and senior high components.* Accordingly, the responses are far from comparable. It is interesting to note, however, that 59% of national respondents thought elementary school students did not work hard enough and 67 percent thought high school students did not work hard enough. (The coded but not asked "about the right amount" figure was 24% at each level.) It is therefore possible that San Lorenzo Valley is closer to meeting community expectations in this regard than is schooling generally.

Discipline (Questions 19, 20, and 21)

Respondents' opinions concerning discipline in the San Lorenzo Valley schools are displayed in Table 19 on page 30. In this instance, a clear majority believe that the discipline is just about right; only a small percentage believe the discipline is too strict. However, somewhat less than a third believe it is not strict enough.

---

* The actual questions asked were:

- In general, do you think *elementary* schoolchildren in the public schools here are made to work too hard in school and on homework or not hard enough?
- What about students in the public *high schools* here - in general, are they required to work too hard or not hard enough?

The category "about right amount" was coded but not specifically asked.

TABLE 19

ASSESSMENT OF LEVEL OF DISCIPLINE

Response	Percent
Too Strict	6.0%
Not Strict Enough	29.7%
Just About Right	52.6%
Don't Know	10.7%
No Response	1.0%
TOTAL	100.0%

Respondents who indicated that the discipline was too strict or not strict enough were asked, "In what way is the discipline (too strict) (not strict enough)?" Relatively few of the responses to this question fell into categories which might lend themselves to coding. Tardy and absence policies constituted an identifiable group of concerns, but in most cases their mention was merged with that of another concern. The responses to the discipline question are therefore presented verbatim in Appendix B.

Several people who responded that the discipline was not strict enough indicated a degree of "wildness" in student behavior which some connected with drugs, others with dress codes and still others with a deficiency in the teachers' power to or willingness to act. For example:

- If you look at the kids' social standing you see that they're rude - overall social attitude - the way they dress, act, behave, etc.
- The school is not enforcing their rules enough
- Kids getting away with too much
- More discipline in catching and disciplining the children
- They're too easy on them
- Basic concepts in personality don't filter down to the kids' manners, etc.
- Principal and teachers should be given authority to discipline kids, within reason, not to exclude spanking
- Kids are not held accountable; it's just a socialized place to socialize

Another identifiable area of concern was the general feeling that students did not respect the teachers, as illustrated by the following:

- Don't know of any - no existing discipline - kids do not respect teachers
- The teachers are not getting respect from the students. Students who constantly disrupt the class should be expelled
- Seems children don't respect teachers' authority anymore

Here, as with the previous examples, the relationship between respect and discipline is frequently unclear and a matter of conjecture. An issue which appears to underlie these statements is the teachers' inability to pursue disciplinary action sufficiently effective to yield more respect. However, this connection is too much of an assumption for coding. Other issues that were raised and that may or may not relate directly to discipline are that students have too much free time, that there should be no smoking or chewing (of tobacco) on campus, and that the high school campus should be closed.

The extent to which respondents think the level of discipline in the schools makes them places in which it is easy to learn or places in which it is difficult to learn is shown in Table 20 on page 32. Clearly, the substantial majority believe that the discipline level makes the school places in which it is easy to learn, although a full fifth believe that the schools are places in which it is difficult to learn. It should be noted, however, that this question was clearly misinterpreted by some respondents and probably misinterpreted by still others who gave no evidence thereof; "Places in which it is easy to learn" was sometimes viewed as meaning "places in which there is little discipline and the climate is therefore easy," and vice versa. Accordingly, these data probably do not provide an accurate reflection of community sentiment.

TABLE 20

EXTENT TO WHICH THE LEVEL OF DISCIPLINE MAKES SCHOOLS PLACES IN WHICH IT IS EASY TO LEARN OR PLACES IN WHICH IT IS DIFFICULT TO LEARN

Response	Percent
Easy To Learn	64.1%
Difficult To Learn	20.2%
Don't Know	12.2%
No Response	3.5%
TOTAL	100.0%

Coments (Question 22)

Verbatim transcriptions of all of respondents' additional comments can be found in Appendix C. As this transcription indicates, a substantial number of respondents believe that the District is doing a good job and that it is working to improve the quality of education provided in the schools. Responses such as "Keep up the good work" and "Doing a good job" are typical of the enthusiasm found throughout the comments. Other respondents reiterated concerns about the schools in broad categories basically compatible with the "big ten" problems represented in Table 7 (page 11). The most frequenlty mentioned concerns were the transportation system, discipline and drug problems, overcrowding, and the fact that the teachers are underpaid, overworked, or unqualified. Overall, however, the comments were largely positive about both the teachers and the District.

Reactions to Survey Participation (Question 23)

Respondents' reactions to taking part in the survey, which have been transcribed and included in Appendix B, display an overwhelmingly positive response. Most respondents expressed great satisfaction at being asked to take part in the survey as well as a desire to help the schools. A few even expressed chagrin at their own ignorance about school matters and indicated that they would try to be more informed in the future.

IV. FINDINGS BY LENGTH OF RESIDENCE IN AREA AND BY PARENTAL STATUS

The extent to which there were differences in the responses by length of residence in the San Lorenzo Valley and by parental status (i.e., for parents vs. non-parents) was determined by running cross-tabulations of the data and computing the x^2 statistic for any noticeable differences. This procedure yielded several differences of interest, but none with statistical significance. That is, all of the differences could have occurred by chance and could easily be reversed if the survey were repeated.

Had the sample for the survey been larger, some of these differences might have achieved statistical significance, but they could also have been shown to be artifacts of sampling variability rather than real differences. Accordingly, it seems unwise to report any of these differences here; any action taken on the basis thereof might be misdirected. The reader who is interested in the noted differences is therefore invited to review the original tabulations.

V. CONCLUSIONS AND RECOMMENDATIONS

Two conclusions are immediately apparent from this survey: residents who have at least some familiarity with the San Lorenzo Valley schools are quite favorably disposed toward them; and a substantial percentage of the population knows virtually nothing about its local public schools. The former is clearly attributable, at least in part, to the upgrading undertaken by the current Board of Trustees and Superintendent, and the latter may merit the attention of these stewards of public education. Interestingly, substantial numbers of respondents expressed an interest in becoming more informed about the schools as a result of their participation in the survey.

Beyond general satisfaction and considerable lack of knowledge, several areas of continuing concern emerged. These areas, which it is recommended that the Board and Superintendent investigate in more depth in order to determine whether action is warranted, are as follows:

- School overcrowding
- The use of drugs and alcohol among students
- The adequacy and cost of the transportation system
- The quality and/or remuneration of teachers
- Curriculum content in areas such as computers and technology, vocational education, basic skills and "real life" issues
- School work and homework policy at the junior and senior high school levels
- The ability and/or willingness of teachers to effect needed disciplinary action

A major concern that is not the subject of a recommendation is the District's lack of funds; we are aware of the constraints in this regard and can only hope the funding situation continues to improve. However, to the extent that it is possible for the District to increase its creativity and/or aggressiveness in the pursuit of funding, this undertaking merits serious consideration.

Finally, although public relations appear to be quite strong in the District, public information, as suggested above, appears relatively weak. One of the least positive responses to the survey was that concerning communication between the District and its community. Accordingly, both in order to inform more people at all and to provide adequate information to those already somewhat informed, the District should give serious consideration to an enhanced public information effort.

APPENDIX A

SURVEY INSTRUMENT

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT

Community Survey

Hello, this is _____ calling for the San Lorenzo Valley School District. We are doing a survey of people in the San Lorenzo Valley to measure public opinion about some issues of importance to the local schools.

I would like to interview the youngest male adult 18 or over who is at home now.

IF NO MALE ADULT OR MALE ADULT NOT AVAILABLE, SAY:

Then I would like to interview the youngest female adult 18 or over who is at home now.

WHEN YOU HAVE ELIGIBLE INTERVIEWEE, CONTINUE.

9 = DON'T KNOW/NO OPINION
0 = NO RESPONSE/REFUSED

ID ___ ___ ___

1. First, how long have you lived in the San Lorenzo Valley?

_____

1 = LESS THAN 1 YEAR
2 = 1-2.9 YEARS
3 = 3-5.9 YEARS
4 = 6-9.9 YEARS
5 = 10 YEARS OR MORE ___

2. Do you have any children in school - either in the public schools or in a private school?

1 = YES
2 = NO ___

IF YES:

3. How many children do you have in school? ___ ___

4. And what school(s) (do your children) (does your child) attend?

1 = BOULDER CREEK
2 = QUAIL HOLLOW
3 = SAN LORENZO ELEMENTARY
4 = SAN LORENZO VALLEY JUNIOR HIGH
5 = SAN LORENZO VALLEY HIGH
6 = WHITE OAK [CONTINUATION]
7 = PRIVATE: _____
8 = OTHER: _____ ___

5. What do you think are the biggest <u>problems</u> with which the <u>public</u> schools in this community must deal? (PROBE FOR SPECIFICS. DO NOT CODE.)

_____
_____
_____
_____ ___ ___ ___

6. And what do you like most about the public schools in this community? (PROBE FOR SPECIFICS. DO NOT CODE).

_____ ___

_____

_____

_____ ___ ___ ___

7. Students are often given the grades A, B, C, D and FAIL to indicate the quality of their work. Suppose the local public schools were graded in the same way. What grade would you give the public schools here - A, B, C, D or FAIL? _____ _____

1 = A
2 = B
3 = C
4 = D
5 = FAIL ___

8. And what grade would you give the Board of Education for the policies it has set for the public schools here? Would you give the Board an A, B, C, D or FAIL? ** _____

1 = A
2 = B
3 = C
4 = D
5 = FAIL ___

9. And what grade would you give the Superintendent for his management of the public schools here - A, B, C, D or FAIL? **

_____

1 = A
2 = B
3 = C
4 = D
5 = FAIL ___

10. And what grade would you give the teachers in the public schools in this community - A, B, C, D or FAIL? _____

1 = A
2 = B
3 = C
4 = D
5 = FAIL ___

11. Where do you get your information about the local public schools? (PROBE: Do you get information about the schools anywhere else? CODE FIRST THREE RESPONSES, IN SEQUENCE.)

_____

_____

1 = NEWSPAPERS
2 = DISTRICT/SCHOOL NEWSLETTERS
3 = STUDENTS
4 = PARENTS OF STUDENTS
5 = OTHER ADULTS
6 = SCHOOL BOARD/FACULTY
7 = RADIO/TELEVISION
8 = OTHER

___ ___ ___

** TRUSTEES: Kenneth Clouse, President; Ann Wise, Clerk; Sondra Keane, Mike Butterfield, Vince Waskell, Members. SUPERINTENDENT: Dr. John Prieskorn.

12. Overall, how would you evaluate the communication between the San Lorenzo Valley schools and the public? Would you say that this communication is excellent, good, fair or poor?

1 = EXCELLENT
2 = GOOD
3 = FAIR
4 = POOR

___

13. Do you think the school curriculum in this community needs to be changed to meet today's needs, or do you think it already meets today's needs?

1 = CHANGED
2 = MEETS NEEDS

___

IF CHANGED, ASK:

14. In what ways do you think it needs to be changed? (PROBE FOR SPECIFICS. PROBE: Are there any other ways you think it needs to be changed? DO NOT CODE.)

_____

_____

_____ ___ ___

15. As you may know, the goal of the San Lorenzo Valley School District is, quote:

"To Provide Effective Schools in which all students

- Master Basic Skills
- Seek Academic Excellence in all subjects and
- Demonstrate Achievement through systematic testing." ... Unquote

Considering this goal ...

A. Do you think the local public schools do an excellent, good, fair or poor job of providing schools in which all students master basic skills?

1 = EXCELLENT
2 = GOOD
3 = FAIR
4 = POOR

___

B. Do you think the local public schools do an excellent, good, fair or poor job of providing schools in which all students seek academic excellence in all subjects?

1 = EXCELLENT
2 = GOOD
3 = FAIR
4 = POOR

___

C. And do you think the local public schools do an excellent, good, fair or poor job of providing schools in which all students demonstrate achievement through systematic testing?

1 = EXCELLENT
2 = GOOD
3 = FAIR
4 = POOR

___

16. In general, do you think children in the public elementary schools here are made to work ... too hard in school and on homework, just about the right amount, or not hard enough?

1 = TOO HARD
2 = JUST ABOUT RIGHT
3 = NOT HARD ENOUGH

___

17. What about students in the public junior high school here - in general, are they required to work too hard, just about the right amount, or not hard enough?

1 = TOO HARD
2 = JUST ABOUT RIGHT
3 = NOT HARD ENOUGH

___

18. And what about students in the public high school here - in general, are they required to work too hard, just about the right amount, or not hard enough?

1 = TOO HARD
2 = JUST ABOUT RIGHT
3 = NOT HARD ENOUGH

___

19. How do you feel about the discipline in the local public schools ... Is it too strict, not strict enough, or just about right?

1 = TOO STRICT
2 = NOT STRICT ENOUGH
3 = JUST ABOUT RIGHT

___

IF TOO STRICT OR NOT STRICT ENOUGH, ASK:

20. Can you tell me what you mean? In what way is discipline (too strict) (not strict enough)? (PROBE FOR SPECIFICS. DO NOT CODE.)

_____

_____

_____

_____ ___

21. Do you think that the level of discipline in the schools makes them places in which it is easy to learn, or places in which it is difficult to learn?

BEST COPY AVAILABLE

1 = EASY
2 = DIFFICULT

___

22. Do you have any (other) comments about the local public schools that you would like me to pass on to the San Lorenzo Valley School District?

_____

_____

_____

_____

23. Could you tell me what your reactions have been to taking part in this survey? (DO NOT CODE.)

_____

_____

_____

_____

24. Would you mind telling me your age? (REFUSED = 00) ___ ___

THANK RESPONDENT.

25. RECORD SEX OF RESPONDENT

1 = MALE
2 = FEMALE ___

Date: _____

Time Completed: _____

Interviewer: _____

APPENDIX B

NARRATIVE RESPONSES CONCERNING DISCIPLINE

In what way is discipline too strict or not strict enough in the local public schools?

(Question 20)

- The teachers are losing respect from the students because they are not highly qualified teachers. The students know that; the students would respect and follow teachers if they recognized that they are qualified.
- Kids are allowed to "step" on teachers - too much emphasis on students' rights.
- Children are generally "too wild" - kids not caring about other kids.
- Having too strict of a policy just doesn't work in any system and maybe this is one of the reasons the schools here aren't working out too well with the problem children.
- Harsh punishments regarding absenteeism, tardiness - hour dentention for tardiness.
- Example: Four kids in elementary were caught smoking pot and the police were never called. Teachers are just afraid of the kids in high school - they have no control over them.
- Kids are not held accountable; it's just a socialized place to socialize.
- Drug trafficking - too much of it is going on and hasn't stopped and needs to be.
- Sees too many students in the streets during school hours.
- The kids get away with using drugs on campus, even selling. Spray painting on the walls too constant and the offenders are not ususally punished enough.
- More authority should be given to teachers; dress code is needed.
- Don't know of any - no existing discipline - kids do not respect teachers.
- They suspend and give detentions without warning. My son was given detention because the teacher forgot to mark the roll sheet. Two kids were suspended just for shoving in the bus.
- The school is not enforcing their rules enough.
- "The drugs allowed on campus - the teachers know when the students are stoned - they don't do much about it."
- Teachers don't have enough to discipline the children as the classes have too many children.
- "Kids are allowed to get away with a lot fo things" - the punishment is ineffective.
- The students have too much free time. The teachers need to patrol the hallways, etc.
- According to the students, the kids can just slip out of the classrooms without teachers knowing it - have to have more control.
- "Not too wild about the social aspects" in the schools on the part of the students.
- The kids aren't motivated enough.
- Too lenient on drug users. They should start with teachers' dress code - they look like over-grown seniors, not professionally dressed for the real world - 501 jeans and wrinkled shirts are not proper attire.

- Increase in discipline - accountability, modify behavior through discipline.
- Teachers and administrators have shied away from actually taking a strong position on discipline - they shouldn't be afraid of the students.
- Lenient on high school kids - skipping class and teachers knowing about it and not doing anything about it.
- She (daughter) seems to be a bit more disrespectful - probably not due to discipline but overcrowding and lack of attention.
- "They need to follow through with their discipline."
- "Drugs used much in school and no superivison to stop them. Not enough punishment on tardiness and absents.
- If you look at the kids' social standing you see that they're rude - overall social attitude - the way they dress, act, behave, etc.
- Detention policies unreasonable - they banned the Spirit Week with no reason.
- Not consistent in dealing with each discipline - should be more strict on drug users.
- A lot has to be the responsibility of the parents. Close the campus - too much students' rights, they know they can't be touched and generally try to push it to the limit.
- Smoking and chewing areas. The faculty is not consistent on enforcing these rules. They should decide on the rules and keep them.
- Kids walking home from school littering.
- Should be a dress code - believes that it should not be a strict one but tends to believe when children dress "nice" they tend to have a better opinon of themselves.
- Kids getting away with too much.
- The kids are wandering around Highway 9 every day during school hours - something's got to be wrong. The school should keep them off the road.
- Principal and teachers should be given authority to discipline kids, within reason, not to exclude spanking.
- Teachers don't enforce discipline enough, seems they get tenure and that's it.
- Wrong approach. Rules should be set, yes, but also deal on a case by case basis - "more humane way."
- They're given too many warnings and punishments are not delivered. They should be spanking the children in the elementary level.
- Adults (teachers) intimidated by the teenagers.
- It seems there's a lot of free time over there and a lot of opportunities to miss classes.
- Teachers can only go so far and then the kids take advantage and drive them nuts - not enough discipline.
- Doesn't agree with their method of discipline - is insufficient - school must communicate with parents also when students do wrong.
- More discipline in catching and disciplining the children.
- "They're too easy with them."
- Too much goofing off in class - foul play on the grounds - drugs used - more supervision.

- Teachers don't have the ability to administr propoer discipline because of threat of being sued by the students.
- Punishment not hard enough for absenteeism or tardiness. The schools just ship off students to another school if they can't deal with certain students just to get them off their backs.
- Need stricter dress codes and more campus control.
- Teachers don't have power to control kids - students take advantage.
- Too strict with tardies - a lot of people live far away and can't help if they're late.
- The teachers are not getting respect from the students. Students who constantly disrupt the class should be expelled.
- Let them get away with murder - rude behavior in class - too much talking; no campus responsibilities.
- They are too lenient on dress codes and the language they speak.
- Teachers are too lenient towards students.
- Lack of authority and discipline; gang type stuff - my friend's child had to be transferred to another school.
- Prinicpal too rude - doesn't do kids any good; rules for the chewing section.
- Just feels a tighter discipline must be maintained.
- Doesn't agree with closed campus, too strict on attendance.
- As compared to the community she came from (Santa Rosa), the discipline here is more lax.
- Not enough rules; the teachers are not doing anything about the yelling, rowdiness in classrooms.
- "Across the board" (didn't want to elaborate much) in every aspect of school depends on circumstances, therefore, not much elaboration.
- Heard students not disciplined enough to create an atmosphere conducive for learning.
- My brother was sent home because of four tardies; "I think it's too strict."
- Smoking ordinance is lenient - should be against the law at high school - why is it only okay at high shool - why are they so harsh on tardy policy and not on smoking policy?
- More of a closed campus, has improved and is improving still in this area.
- They are not strict enough with the homework and they need to discipline more.
- Basic concepts in personality don't filter down to the kids, manners, etc.
- They have a test to take to enter school at the beginning of the year.
- Students should have set amount of hours in school, and not so many electives; the academics should not include so much free time. Campus smoking eliminated. Should be a dress code. Supervision of (off campus) lunch time.
- Wrong to have open campus. Looking for hell of a lawsuit if someone gets hurt - lots of liability. A problem someday if it goes on!!

- Seen classes - "screaming, yelling, raising hell." I'm old fashioned - don't like first name basis between student and teacher.
- Kids get away with too much - stealing equals one day's suspension - does not scare kids - only makes them do it more.
- Too strict in some areas.
- More control and options left for teachers to discipline the kids.
- The kids shouldn't be allowed to smoke on campus. Last year some kids stole computers from the school and the school didn't do anything about it.
- Legislation - not enough leeway to give teachers authority to take charge.
- Kids should not be allowed to be out of control; taught to honor teachers, principal and peers.
- Breakdown in effective discipline.
- Too many punks and heavy metal groups with spikes on their shoes. Clean the act. More decent dress code.
- Seems children don't respect teachers' authority anymore.
- "Remove from the classroom kids who are constantly disruptive. The parents of the children aren't disciplining their children."
- Don't approve of open campus.
- Drug problems; there shouldn't be smoking in school.
- In the home and in society itself it has gotten more lax.
- They still have the policy on tardiness - 5 seconds late to class a number of times and you fail.
- Overpopulated (crowded, bad conditions); tacky dress.
- Teachers are afraid to discipline due to what students might accuse them of as well as having to deal with angry/upset parents.
- Some teachers are too lenient.
- Kids will try to get away with things.
- Have the parents involved in classroom discipline (actually have them pre[illegible].
- For high school - policies on attendance - are too strict - including tardiness policy.
- Teach more about drugs, also, he feels that too many children drive to school at the high school.
- "They need someone who could physically intimidate students - break up fights etc."
- The way kids today talk, dress, think, etc., is just terrible. I know these problems usually start at home, and teachers should get together with parents and try to deal with it.
- "They gave into students so they could smoke on campus. I think the school system in general is afraid of the parents."
- More do's and don'ts than there used to be.
- Tardy policy - 2 tardies, detention; hard on kids, makes kids mad.

- The follow-up on discipline, a lot gets looked over.
- Real strict on absentees - should take away something that the kids care about (like elective courses).
- "Kids are just generally lax" - need more discipline.
- Threats would be made to students for misbehaving (something of value to be taken away), but was often not followed through.
- Not enough authority given to teachers to enforce rules.
- A lot of absenteeism.
- Children of all ages have too much freedom of movement.
- "The kids get away with alot of things, I think the grading should be harder."
- Rudeness in class; teachers didn't have much control.
- You can get away with too much; not enough communication; absences, doing nothing in school, just being there; not enough attention.
- Poorly set up rules for discipline; very lenient on truancy.
- Too much free time for students - too many students can leave campus.
- Absences - too hard on students; expelled for 3 - or late get detention; little piddle stuff make a big deal of.
- I hear the language, they have no respect for anybody; it's disgusting the way they treat the authorities. The schools should not tolerate with these types of wild children.
- "When the kids wanted a smoking area - they got it. Things like that, is all I'm going by."
- From what I understand, they are just now starting to watch over students closely, especially dealing with tardiness and truancy!!
- Chewing and smoking section should not be there.
- Schools lax lately (past 3-4 years).
- Kids these days are too free, they smoke on campus, no dress code. Also drugs are too heavy in the schools.
- I think the schools are not getting enough back-up from the parents and as a result, the teachers are intimidated by the students; verbal and physical defianse of authority.
- Don't trust anyone; assume you are doing something wrong; punish everyone for actions of few.
- They're a little old fashioned. Should be lenient on chewing tobacco. Students should spit tobaccos anywhere not sandboxes they provided; too strict on dress code; shorts and miniskirts won't hurt anybody.
- I believe in the militaristic system of discipline; you either cut the mustard or have discipline.
- I just can't tell you what it really is but I just know most of the kids need a lot of discipline.
- 10 years ago, pretty lax; don't know about today.
- No respect between students and staff, but mostly as a result of staff not crediting students with enough respect; policies are too liberal and staff not given enough authority.

- The kids shouldn't be off campus during lunch; dress codes should be more conservative.
- Parents not backing teachers; throw kids out who do not follow rules.
- The kids shouldn't be off campus at all; the kids shouldn't be at Safeway at 10 in the morning or smoking joints at the street corners. Should have closed campus; do something about the dress codes; the school is not a beach.
- Suspensions taken lightly; more attention on failing students.
- More emphasis on social events and not on school work, therefore, not strict enough on studies.
- "Teachers need to be more authoritative."
- Given too much leeway, too much warning - no action.
- Hear that there are some problems of control.

APPENDIX C

ADDITIONAL COMMENTS MADE BY RESPONDENTS

Other Comments About the Local Public Schools (Question 22)

- Change the busing - very difficult to get kids to Elementary. Should have 2 "family rate" - there are alot of people who have more than 2 children who are paying more for the busing than driving their own cars. But, one problem for instance - this woman needs to pick up her Junior High and High School kids at times that conflict with her Elementary kids ... so the Quail Hollow kids have to take the bus.
- We need a new Superintendent. What I know about him ... that's enough for me. He should be out for the sake of the schools here.
- Keep going to get better!
- Superintendent and parents get together and listen to parent evaluation of school. More parent participation in schools. The school board meetings are (usually) just a time when the school board passes on "its" (school board) decision to the parents about what they have already decided to do.
- Emphasis on reading skills.
- Hope that the overcrowding problem is worked out soon.
- Get the act together, update your teaching skills. Principal [name] should stop hiding around and face the problems, the people. I personally think he should quit!
- Need to pull more staff out from the valley. Need fresh ideas. Stop nepotism in the school system. Too much politicking won't do any good for anybody.
- Delighted that they are sponsoring this!
- I'm very happy with the school.
- By and large I have a positive attitude about the school.
- His 6 year old daughter said to him today, "Boy, substitutes sure get grumpy when we misbehave!"
- Keep it up - doing well.
- It's too strict at San Lorenzo Valley High School; should not assume everyone is doing something wrong.
- Very happy with them.
- I don't think it's so bad. Compared to other schools we have good schools.
- I think they're doing a fine job.
- More teacher contact with parents regarding "all" areas. Children, during the free time, free to pray silently if want Bible studies on campus if they want.
- Doing a good job from what read in newspapers.
- Emphasize curriculum (more sound skills); level of teacher, quality needs to be watched.
- I am annoyed that the kids are learning and reading about magics, witchcrafts, homosexuality but neglecting religous programs. We must have a Christian ethic in the schools.
- She wanted to comment that although she has not kept up with the school issues she does feel children should be made top priority - strikes these days are not good.

- Move the Elementary School out from the High School; do something about the paint - it's a depressing gray; cluttered classes are not good for education.
- Parents need to take more interest in keeping their children in school and be more involved with the schools - hope you can meet your lofty goals.
- Boulder Creek excellent! My child enjoys the school (elementary). The teachers are patient and enthused about working with the children.
- Keep doing a good job.
- Project each year how many students are going to enroll. Some have adequate amount of teachers and not having students to move from one class to another - my son changed 3 classrooms in one year!
- Transportation problem is a big one - his daughter has to be dropped off at the bus by 6:15 a.m. in order to make it to school by 7:50 a.m.
- Must hire more teachers, not only in quantity but quality as well. Also, pay the teachers more and have quality teaching especially in the lower grades.
- Doing a good job.
- Students' spelling and English are generally bad. Need more work in this area and more emphasis on basics.
- More lab equipment, aides, copy machines, sewing machines; more room, more lockers. Basically we need more room as more and more kids are going to school.
- Overcrowding and transportation a problem. Hesitant to send daughter to Junior High in San Lorenzo Valley High School due to lack of resources.
- Adults should not be afraid to stand firm and discipline and teach children of today.
- The schools should have more before and after school activities or, at least, a place of study or some other place that is supervised. This is especially true when parents (both) work and the child has to be dropped off early or picked up late.
- They are pushing so hard on academics and losing children's self-esteem. Let's face it, in the elementary level, we are practically nurturing the kids; we have to understand that and we must also teach how to learn self-respect, not competitive pressure. In the long run it will harm them.
- Board of Education does not extend enough courtesy toward the teachers - no professional courtesy.
- Hear kids talk about drinking fairly often - very nonchalant, seems like a problem.
- The Principal should remove teachers who are incompetent; some of them are just burnt out and not doing kids any good.
- They're doing a good job.
- Hope the lottery helps.
- I think we should have more continuation schools; I think they are trying to acquire Highlands for this district; I think it's good; do something about busing! - either lower the fare or make a deal with the local transit system for a reduced rate.

- Follow through on discipline!
- Just keep up the good work!
- Cost too much to taxpayers for the results they get; why do they have to have best building in town; waste of money to house school employees in such a nice place; hates weak teachers with tenure.
- Not really, just that too many come only to school that don't know anything.
- Some teachers need to be replaced; I have had 7 through these and happy with all of their work.
- Just think it's wonderful how they've upgraded so much; watch out for baby boom; need more schools.
- Came from San Jose - Redwood Estates; children are new in this area.
- "The schools are excellent - but, they need to provide more classes for students to take."
- Teachers are really caring and responsive; there was an occassion when the respondent wrote a note to the teacher and she responded that same day with a phone call at work.
- Busing, lighten up traffic. (Respondent is a commuter and thinks better busing would help alleviate tie-ups).
- "I really feel the school system is afraid of the parents. The parents don't take an active role in the schools."
- Hope that teachers get raise - better salaries.
- Keep striving to achieve to increase in standards.
- Could be a little cleaner; the land is sacred; dogs doing "their duty," it's not right on the field; clean the school grounds; proud of the area.
- I think they are doing the best they can.
- Principal at [school] is GREAT!! Teachers are GREAT too - her kids love the teachers! More parents need to get involved - don't act like school is a babysitter!!
- One of better systems in area.
- Most teachers do excellent job. Too many students. Not enough room, teachers, facilities for growth of enrollment in the schools.
- Doing good job - impressed!
- I miss [name] at the Elementary schoo. The new Principal doesn't seem to want to have a sort of needed principal - student relationship. Things haven't improved - the proper discipline. She doesn't seem to have any control.
- Teachers need to know what they're doing; some teachers are stuck on classes where they are not capable of teaching.
- Should have more output in community. Don't hear much about school. Reach out to public more.
- Keep doing a good job.
- "The fact the children are made to take tests that the school couldn't fund - a special class - he was under age. Why should the student take the tests when the school can't fund it!

- Schools should develop good communications to keep parents informed of kid's progress. Have more group studies with students - socializing more. She believes that loosening the reins on the teachers a little more would help them develop more creative teaching techniques. Also abolish the grading system.
- Wipe out drug problems on campus; students under the influence of drugs should be sent home.
- Security is atrocious - Principal is worthless - [school]

  was raided (10 or 12 lockers at one time) last year and everything was stolen from it. The kids were caught and were given a one-day suspension. It was more of a reward than a punishment to be excused from school for a day. Then her son was told that he could not enroll into school the next semester until his books (that were stolen in the "raid") were paid for. Maybe a robbery such as this should be reimbursed - or at least considered - by the school; why should the victim and his/her parents be penalized?
- Busing; double payment by tax-payer outside fee to children and I'm paying $70 a year taxes already. It should be included in school taxes or in one taxation but I don't agree being taxed twice for busing.
- She hopes that when her daughter goes to school that the schools would be good enough to compete with private schools. The curriculum should be the best. Teachers should be monitored and tested. Stricter discipline, have a dress code and allow religion and teach about Jesus Christ and his ways.
- More supervision for younger kids to bus stops and cars taking them home. The elementary and junior high are located next to each other and the "little kids" need supervision on school grounds becuase of the difference in age groups.
- Have a lot of praise and teachers are fantastic.
- They seem to be doing fine; keep up the good work.
- Reduce class sizes.
- They are doing an incredible job.
- Busing - should get busing or a transportation system for students. Maybe give students a pass to take bus [I'm assuming he meant public buses]. Transportation especially for areas not close to schools. Areas a long distance away from all three (elementary, junior high, high) schools should have a transportation system set up. Hitchhiking is a problem, and some students get to school this way.
- Commend them, they're doing a good job.
- The student thinks the management of the public school food service should be looked into. They are losing approx. $500 dollars per day.
- More "home schooling" as opposed to full time public schooling.
- If what I hear from the neighbors that the kids are doing better, then must be doing pretty good - keep it up.
- They are heading in the right direction - keep up the good work.
- Good luck!
- "I would like to see more teachers aides."

- Cut the red tape for testing of children with learning disabilties (LD). The tests are fine but the time element involved in getting results back is too long. Essentially, it takes about a year, during which the child is sitting in the class waiting for the system to take effect. Also provide availability of teachers for LD kids.
- Give teachers a better wage, get higher quality teachers, strict discipline is needed.
- No, but they are heading for the right direction.
- From what he has read, they (the school district) are doing the best they can; also, he feels authority for disciplining the kids should be given back to the teachers and the principal.
- "The continuation school was put in a lousy place. It sets a bad example for the children to walk by and see the teenagers smoking and doing other bad things."
- Should have more music and art appreciation classes.
- "The kids should go to school later in the morning and get out later in the afternoon."
- Have them send more newsletters out; to keep people informed.
- Has heard good things about the schools - keep up the good work.
- Dress code - would like to see swimming pools!
- Excellent school district; will go to school carnival if Prieskorn is going to get dunked!
- Problem of not being able to spank kids. Kids don't have enough respect.
- Abuse of drugs is her main concern; find other ways to correct this problem.
- Find ways to raise funds for books and writing utensils.
- Keep up the good work!
- The kids are taking a full load of classes and all the tests are given on Fridays. I think they should have alternative days for tests.
- The pace these days seems to be geared towards the above average student which causes average students to struggle and below average to be set aside. This is bad because many of our working class will be from these ranks and shouldbe addressed. The busing situation shouldn't have to be totally responsible for paying. Schools should provide (taxes) or at least offer help.
- We have a good, sound system here; we know we can work it out.
- They should get programs in schools that encourage students to avoid drugs.
- Make sure they build another school in the north Boulder Creek area.
- Dump the Superintendent; High School Principal is a great guy; [name] is doing a good job; getting rid of [name] was a gib mistake and that just goes right along with the"Napolean Ego" of the Superintendent.
- They should have more challenging work available for brighter children such as my son; I'm glad they have ELP.
- Drugs are a big concern in the valley; have faculty keep an eye out for misbehavior in this area.

- Traffic jam on Highway 9 due to the turning buses is just crazy! You must have some solution to that.
- Overcrowded in classrooms.
- Drugs are rampant in the schools.
- No, other than my children look forward to going to school every day. They must be doing good.
- More authority must be given to teachers to discipline students.
- Parking and traffic flow is too crowded at Boulder Creek; because of overcrowding, recess time on the playground is too crowded - potential danger; have teachers involved in design of new classrooms, if any. Busing situation not adequate (too full, not on time). More music, (music curriculum).
- Well satisfied in schools.
- I like the student column in Valley Press; I would not send my child to school if they admit any AIDs children.
- I like to see more emphasis on the "arts."
- Good job.
- Free busing (should have as part of the system).
- I would like to encourage them to use the fund from the lottery. The teachers are underpaid; to get more qualified teachers, the pay msut be adequate.
- The teachers should be commended for their excellent work.
- Speak very highly of them - have done a great job.
- Hurry up and build a new school north of town and then start looking to build another.
- Need more transportation and to expand parking at Quail Hollow. Improve roads going to Quail Hollow. Need sidewalks on Quail Hollow road between Glenn Arbor and the school. Need to improve food service at Quail Hollow; need a cafeteria.
- From what she's heard, they are doing a good job.
- As a long time Valley President, he has seen bad times get better. It's good to see his tax dollars going towards education.
- Very pleased with academic standards.
- I think they're doing a good job!
- Better busing for the school - more schools.
- Brookknoll, not good the way 1st, 2nd, 3rd grades are combined; High School too close to Elementary School.
- They have a difficult job trying to keep up to standards; I appreciate their difficulties.
- Since the High School is so inadequate, it's impossible to produce any college bound kids.
- Seem to be well maintained, clean. (Only opinion she can give since she is new to the area).
- Improve public relations.

- "Parents should watch their children!!" Especially the "little tots." She blames the parents for most of the problems. Her home was vandalized four times.
- The bus system is in shambles; need more buses, routes etc.
- Tell the schools to clean up their act, teach the students well. The way they (students) behave in buses, I wouldn't even tolerate those in the football field.
- Need some kind of system of checks and balances for the schools, perhaps on the state or federal level.
- "No, not really ... persevere, how's that?"
- They are still evaluating. They were directed to Quail Hollow and likes what he sees so far.
- The counselors should have a full background and should work full time, not substituting as teachers.
- I am very impressed with Boulder Creek, unfortunately my child will go to SLE; I wish SLE would upgrade the curriculum as Boulder Creek has.
- "I like the classrooms (at Quail Hollow) because they have a nice atmosphere - with pet snakes, lizards and the community gardens. I think the kids can learn from that."
- Need better teachers go to BYO high school to see the way they handle school. Teachers are overworked and underpaid.
- Hire more qualified teachers.
- Has a very weak special education program on High School level - seemed like no one cared.
- Get a very personal warm feeling from Boulder Creek Elementary.
- Every child has different needs - take care of some individual needs I know that you have to deal with alot of kids but sometimes some kids need special attention.
- Super job! - pleased with District - Prieskorn gives direction - has found dollars - he's great! We're growing!
- Doing a good job!
- Need time spent with school activities; mroe students happy - you can stress spirit and education. The stress on academics is too much and is frustrating students and making students not want to do well ... need happy medium.
- As said before, good schools, teachers care, good athletic program - much better than San Jose.
- This survey makes him realize how little he knows about local schools - perhaps board and schools should do more to educate non-parents.
- Doing a good job.
- Keep up the good work.
- Hopes that her children are treated fairly and understood for who they are.
- I want intermediate school near Boulder Creek but keep on the Highway 9. I heard they're going to build it there.

- Still no swimming pool; teachers and administrators should stop fighting each other - reward good students and punish the bad ones.
- I think they're doing a good job.
- I would like it some way to have more immediate feedback from the teachers.
- "More parent-teacher communications."
- She's worked for the school for the past 12 years and she has seen drastic changes for the better in that time.
- Very pleased.
- He'd like to see Quail Hollow get more room - too crowded.
- He'd like to see more emphasis placed on basic learning, especially at the lower grade levels!
- I feel very negative. I don't care for the public schools. My children are infants now but when they reach school age I will teach them myself.
- "Yea - support the arts in the classroom."
- Teachers and aides do a good job but they are underpaid. Also more aides should be hired to take some of the work load off of the teachers. Hire more teachers to reduce class sizes.
- They seem to be doing fine.
- Came a long way since [name] (Vice-Principal) came along.
- "I like them better than other public schools."
- Looking forward for some improvement.
- "Testing should be used to be shown what a child needs to learn instead of a tool to grade the student's ability."
- Teachers are doing a good job.
- The bathrooms are atrocious, disaster from day-to-day facilities - maintenance is inadequate. Should provide more desks in the classrooms; they are still using benches from the library since the school started operation.
- I wish them luck; teach the children to be creative and not pile them with unnecessary courses; give them room for individuality.
- Need better supervision of students - particularly San Lorenzo Valley High Schools and San Lorenzo Valley Junior High School - the kids should not be able to leave the campus when they are not in class (i.e. lunch time) - it's probably due to understaffing.
- Important to develop interest in the arts - not only academics.
- Keep aide program. Good to have three people in the classroom; the aide is extra hired help - this is in reference to his children's classes which are first and third grade.
- Think that schools need to change; too many students per teacher.
- Kids at High School campus seem <u>not</u> to interfere with flow of street traffic - which amazes him considering the numbers of them.
- "Doing pretty good."
- Convince taxpayers to put more dollars into the schools - need more dollars to teach our children; learn <u>proaction</u> discipline and communciation.

- Once had worse reputation in area - now improving - good work.
- "High schools need more academic subjects rather than the elective subjects."
- I'm cautious about "tenure" for teachers because after a few years the teachers might not be as effective as they used to be.
- Every year I have to choose the teachers for my children because most of them are not qualified to teach certain subjects. This is not my job to find the teachers, they must evaluate all the teachers to find out who is fit to teach certain classes.
- I don't know how you even got accreditation. Classes like pottery should not even be taught; you can't go to college with pottery classes.
- My idea is that the problems in public education lie deeper than what the school board has the power to do.
- Review what they are emphasizing and what they are tyring to achieve with all students. Look at the teachers more, home teachers can't relate to the students and, therefore, shouldn't be in the classrooms.
- Impressed by involvement of teachers - put lots of energy into it - takes a special person to be a teacher.
- More classes of interest to students; variety of subjects e.g., not just biology but marine biology too.
- Thinks growth is in the positive direction; appreciates the work they have been doing.
- "Golly - think about building a Junior High in Boulder Creek."
- She considers herself not easy to satisfy but feels that San Lorenzo Valley district is doing a "damn good" job.
- High School summer schools should be shut down - the teachers aren't aware - students go to summer school to party - the teacher do not condone drugs! Wants to know more about elementary school curriculum - kids in elementary schools should not be watching movies (i.e. The Karate Kid etc. while the teachers go take a coffee break - what education is gained?)
- Hope that new grade and Junior High School becomes a reality - bus service should be extended two miles.
- Try to hire more qualified teachers.
- We need help with overcrowding of Boulder Creek Elementary NOW!!
- More equitable fundings for school teachers.
- Keep up the good work!
- Some schools in crowded areas - had a granddaughter in Quail Hollow - liked it.
- "Schools need to provide teachers with thought-provoking brain-storming session: they need to find interesting things for the kids to do."
- From what she knows about San Lorenzo Valley Junior High and Boulder Creek through other parents, it's super.
- "They need to send some newsletters to the public."
- I hope the teachers will be better paid and be appreciated more for what they do.
- Teach more awareness of the alternative lifestyle - free-thinking, individualist's attitude, less conformity.

- "Busing for High School is a farce!" "It's ridiculous because you're paying taxes for High School."
- They should ask themselves these questions. Definitions in this survey are not representative, statements are rhetorical and there are not enough quantitative analysis.
- Junior High and High School look a lot better now - cleaner and more room.
- I'm pleasantly surprised at the local concern and involvement! Facilities are very good for a small school.
- Extremely poor communication and problems with discipline. She feels that if the schools would enforce their rules, strictly, then things would tone down. Let parents know and make things miserable for them if their kids misbehave.
- Improving since High School lost accreditation.
- Real unhappy with counseling; not enough attention (personal or academic) given to all students; they tend to just address the "good kids" and leave alone the problem children.
- "Try to internally motivate children to realize the reality of the world out there" - fire the Superintendent and take away his bottle.
- She feels that since abstract thinking in grammar school level develops, generally later in kids, that some of the concepts are being taught at too early an age. Need to consider some of the different ages and stages for learning.
- Try to look at more fractional side of life - from the kids so that they can work right after High School - a lot of students working at the cash register can't make change.
- Keep up the good work.
- I think the board members are trying hard to improve on many issues but I think they should stop witchhunting for the teachers to crackdown.
- Keep up the good work.
- If they need to build schools, why not build them on the parking lots? Students shouldn't be driving to school anyway, let them take the buses.
- Hope the lottery helps out with the funding for the schools.
- No, not really - hope the lottery helps them out.
- Transportation is horrible. [Respondent also wanted to make a note that the business manager (Brooks) is sometimes forgotten - he should get an A+].
- Overall they're doing a good job at least for the past 2 years.
- They're doing a good job basically at least in the elementary level.
- The competition isn't severe, should make more competitive atmosphere to meet today's demands - need a swimming pool.
- The faculty and staffs should be more consistent; the teachers shouldn't embarass the students in front of the class; should be one-to-one basis.
- The whole basic educational system should be reviewed and changed; should have method of teaching; more people read better in the 40's.
- Keep up good work; more communication on part of school to inform people more about issues.

APPENDIX D

RESPONDENTS' REACTIONS TO SURVEY PARTICIPATION

Reaction To This Survey (Question 23)

- Good.
- Feeling sorry for person doing interview - seems like a pretty boring job. Did not want to hang up in my face.
- Fine, glad to.
- It's good that they're getting community feedback.
- "It's been interesting."
- Fine - likes that they're interested in his opinion.
- Good idea.
- I'm surprised they are doing this survey; I think it's a pretty good idea.
- I like the opportunity to be surveyed.
- Good.
- "Interested."
- Positive.
- For the 27 years I've been living here, this is the first survey I had and I guess it's good. I appreciate it.
- I'm glad I'm asked.
- Fine - good idea - wish she had kids in school - very pleased.
- Glad to see they are doing things - thinks it's good to have that kind of interaction but wishes he was a little more informed.
- Happy to do it. Glad they're getting the information.
- "I think it's great."
- Glad to do it.
- Think it's great.
- I'm glad that the schools are taking initiative in doing such a survey. It shows they're concerned.
- Neat, nice that they care - gives a lot of good input.
- "Good idea."
- Interesting, glad to do it.
- Appreciate opportunity to speak to you.
- Okay, I guess.
- "Good that you're doing this."
- Whatever.
- "Don't mind at all."
- Alright.
- "Kinda nice."

- Glad to help.
- It's okay.
- "No big deal - it's okay."
- Very good.
- Fine - no problem.
- Glad someone cares.
- Good - nice to talk to someone with these questions.
- Fine. It seems to show that they are doing something about it.
- I'm pleased that they troubled to do this. I have never had such a sweet and understanding interviewer. I'd like to mention about you to the Superintendent.
- "Moderate."
- I just hope this is not going to be wasted since they are spending a lot of money.
- I'm glad to hear that they are trying hard to upgrade the system by surveying.
- I feel I've been misinformed about the school board, I don't know much about them.
- I think it's great.
- Wonder why didn't send this survey to the individual homes for them to return.
- "Pleased someone is asking."
- It's good, it's healthy.
- "Feel positive about it."
- Don't mind if it does good!
- No problems.
- I'm pretty easy to get along with.
- Glad to do it.
- Glad to see that it's being done.
- Fine.
- Think it was a good idea to do a survey like this.
- That's fine, that's great - I'm glad you asked me.
- Don't mind - but feels like he couldn't contribute very much.
- What the heck - glad to do it.
- I'm glad to do it.
- "I knew it was coming and I appreciate your call."
- "Didn't mind."
- It's nice to know that they care.
- "Oh, fine - pleased to help."
- Surprised by it, but concerned with the schools and glad to see someone cares enough about the schools to conduct this survey.

- "I don't mind."
- Good that we care what the public thinks.
- "Happy - I was glad I could tell someone about the busing problem."
- Should have been done a long time ago - glad it's done on a one-on-one basis.
- Ususally don't take part in surveys but this is different because of her special problems.
- Would like to know what's going to be done with this after it's done.
- Seemed a bit long - could be shortened.
- Felt good, glad to do it.
- Fine.
- Don't mind doing it.
- I don't have a reaction.
- Don't mind.
- "Glad to do it."
- It doesn't bother me at all; if you don't ask, you never know.
- Fine.
- Surprise at lateness of night.
- Positive! This is very good way to communicate with parents. They should do this once a year!
- Hope I was helpful.
- Anything to help.
- Pretty good.
- "Doesn't matter to me."
- Interesting.
- Didn't understand some of the questions; but he feels the survey is important.
- Just fine.
- Great idea.
- Should have been mailed to give more time for thought but is glad that this is being conducted. It shows that they are taking an interest in public opinion.
- I'm pleased. I liked it.
- Fine - good thing to get feedback and involve public.
- It's really nice to know that they are taking time to do this.
- Wonder where you're "coming from."
- Enjoyed it.
- Fine.
- I think it's great that they're taking time to do this - I like it.
- Fair - okay - don't mind it if it will help.
- Fine.
- "A little long and drawn out."

- She said she found out she didn't know a whole lot.
- "You have good delivery" and seem "conscientious", sorry couldn't be of more help.
- Glad to do it - glad he had some positive comments to make.
- Glad someone is interested. Sometimes, as parents, it is like banging your head against the wall and wondering if anyone is listening.
- Good idea.
- Frustrating - not informed enough about schools.
- It's fine with me.
- I wish I had much time to answer all this. I probably do better on mail surveys; other than that I think it's a good idea.
- "Pleased."
- Don't mind at all.
- "Good".
- My only knowledge is about Boulder Creek Elementary. I couldn't be objective.
- More than willing to help for this type of survey. I regret that I'm not too informed.
- I'm glad that they're sponsoring this.
- Great. Glad you're doing this.
- Surprised; good that this is being done.
- I'm frustrated that I couldn't answer well.
- Mixed - I couldn't really think and give you the answers just right off. I need more time.
- Sure - glad to help.
- Everything helps.
- Fine.
- Wondering.
- I'm glad I'm helping out on this survey.
- Glad to see it; glad to know someone is taking the time to find out about these things.
- For anything that works!!
- I wasn't prepared for this survey and I'm not sure my judgment was good ut just wished I was more informed.
- It's a good thing that you guys are doing this.
- I'm sure the survey will contribute to fine-tuning system.
- I think it's good; this is still the only way to find out.
- It's great as long as it gets something done!!
- I'm suspicious this is actually going to be used for the survey.
- I don't mind.
- I like it but some of the questions are too broad.

- Fine.
- It's a waste of my time at this minute.
- Interesting - in all the times she has taught in the city schools she hasn't experienced the schools going out and getting public opinion.
- I think it's a good idea.
- It's okay I guess.
- Positive - it's a worthwhile survey.
- Not sure of motivation but am supportive of the schools.
- Great if it gets in front of the board.
- "It's okay."
- Surprise.
- Doesn't particularly care for surveys but this seems well organized.
- It's interesting.
- I was shocked about the call.
- Interesting, wished he knew more detail about schools.
- I appreciate the inquiry, just hope that the data gathered is useful in determining the strong issues that the parents are facing with the problems of mediocore curriculum.
- Just interested.
- Just fine.
- Good to know that they are doing a survey.
- Thinks it's cool to do this.
- I guess I'm gratified that they are taking time to do this.
- Feels a little silly because doesn't have any kids in school but this has made him more aware that he should be more informed on issues.
- Interesting.
- Glad that it's being done.
- Nice to express myself.
- Pretty cool.
- Not thrilled about it.
- Fine.
- Fine, happy to do it.
- It was "interesting".
- It's a good idea.
- Positive! I usually don't have anything to do with phone surveys, but your questions sounded legitimate; I guess that's why I went along with it.
- Pretty good, I guess.
- It's all right.
- Kind of nice to have been asked.
- Shocking, didn't expect it - thought for a moment a friend was playing a joke on him.

- I appreciate them wanting to know.
- Okay - good idea.
- It's good because, I had the opportunity to express my anger toward the school and I feel better now.
- I've enjoyed it.
- Great.
- Pleased that she would be included.
- She likes it - she liked to be able to give her opinions.
- This survey is okay, if the board has enough money to spend; I know it's costly, otherwise money should be spent for other areas most needed. I think phone survey is more effective than mail.
- It's okay.
- It's good - I appreciate the fact they are at least trying.
- It's a great pleasure to be a part of this survey.
- Pleased to be involved.
- Good idea.
- Good, community opinion is great to find out where improvements can be made.
- I think it was interesting.
- "Appreciative" - glad someone is taking time to ask these questions.
- Positive.
- Wished it had been on schools at state or national level.
- I feel fine about it.
- "It's okay."
- (She laughs) "one of the least fun surveys" she's ever done; (she's nice) explains that she has no kids so she can't really give informed opinions.
- Okay.
- Good idea.
- "Kinda neat"; "applaud the Board of Trustees for having this survey conducted." "They should do this once a year because they can't make intelligent decisions without the proper information."
- "Damn good idea!" Any time a public agency calls and tries to find out the opinions of the public, it's a good idea.
- Great - trying to better the system - very impressed.
- Surprised - real good idea.
- Good - very, very favorable to this.
- It's kinda neat! I've nver done this before.
- Long - baseball game is on.
- Good - I feel good about it.
- It's good.

- Having been a school teacher before, she was very much interested and thought it was a good thing to do. She feels that her answers would have been a little more fair if she knew more about the schools.
- "Very pleasant."
- It's okay, although some of the questions were hard to answer. This is the only way to communicate and find out about the problems when some of the parents don't show up for the meetings.
- It was fun.
- It's okay.
- Happy to help.
- Wish I had more information to answer your questions but, I think it's pretty good.
- Good that Board of Education is seeking public opinion about these matters.
- I'm glad they're asking people.
- Wonderful - good idea to do!! Get a feel for what community thinks.
- Glad to put in her input. First experience with public schools was a bad one. Glad we are doing this survey - it's a way of really "finding out." Despite her initial experience she may try again later.
- I didn't even know they'd do a thing like this; it's about time.
- "Interesting."
- I think it's another form of communication.
- Glad someone cares enough to make these calls.
- Bored, but glad that someone is taking the time to find out about these things.
- Great - glad someone is doing it.
- Good that schools want our opinion. Over the telephone a good way to do it.
- "Fine, as long as it helps."
- Positive.
- Good idea.
- It's a good idea to have this type of survey - everyone should be heard.
- Fine, I enjoyed it.
- "Well, it's on either side of the fence."
- I think it's good.
- Interesting.
- Wished I knew more!
- Tonight wasn't a good night - my mind is just not functioning on Monday nights. If it were Wednesday, I might have given you better answers. But I think it was okay.
- It's good.
- "Interesting."
- "Happy to be of assistance."

- I feel happy to do it.
- Wonderful if it is going to help improve the school system.
- Someone interested in what others think.
- Enjoyed herself.
- Complacent - glad to help.
- Opened her eyes about her own feelings.
- Good, I'm glad.
- I think the questions are too general to get anything specific. However, doing this type of survey is a good idea.
- I'm fairly impressed with the idea!
- It's nice to know that they are open to suggestions.
- Glad it is being done. Questions posed not always effective to gather information, used to justify one's opinion.
- Mail them out next time.
- Great idea - wish he knew more; will pay more attention to schools as a result of this survey.
- "Pleased to offer my opinion."
- Good, didn't mind at all - painless.
- It seems to me that they are asking questions so they can get the answers that they want to hear. All the surveys are like that anyway, but, I really didn't mind having to be asked.
- "Definitely fun - and I appreciate you - you were very good."
- I think its very good that I could express my thoughts to pass on the good words - I like it.
- Okay.
- Enjoyment in expressing his opinions about the Superintendent.
- It's fine. I'm glad I had the chance to do this.
- I think it's a good thing.
- "It's nice."
- I'm glad there is a survey.
- Exciting; haven't done before.
- Surprised.
- Doesn't believe in the system.
- I think it's a good idea.
- All right.
- It was okay with me. It's good.
- "It's a good thing because the public can get feedback."

- Pleased that this kind of input is being sought.
- No objection, it's good that someone is finding these things out.
- Could have mailed it in to have him think about questions a little more.
- Good, she feels the public should have opinions about the schools. It's good this is being conducted.
- Kind of long, they could shorten it; probably be more informative if she had someone in the public schools.
- It was all right.
- I was curious so I did it.
- Wish he knew more to help - but interesting to take part.
- I'm impressed.
- "I don't know."
- I hope it does some good.
- They're tough questions but I guess it's good.
- Fine, but some of the questions are too slanted. I don't think you can really get a good answer from those questions!
- If my opinion will help - glad to have taken part.
- No problem - the questions were all right.
- Students aren't given enough credit for their abilities - they aren't credited with enough respect.
- Fine - glad to do it.
- I could have done it better if it was a written survey.
- I'm glad I'm included in the survey, but the questions are so ambiguous and some of them didn't make any sense. It seems to me that the Board of Trustees are asking only what they want to hear and gain. They are only emphasizing on how much they can gain from this for their own advantage.
- I'm glad they're doing this. Hope they'll do something about this and, it's not going to be good if they won't use it.
- Fine.
- I think it's a great idea to survey, I hope everyone will benefit from this.
- Found it interesting, and very pleasing to see someone taking an interest in the school system.
- It's good.
- "Fine."
- Interesting.
- Fine.
- "Interesting."
- Good to have this survey.
- Good that I could participate in this public survey.
- Have lots of time - but lengthy survey - glad to do it - I have an unlisted number - How did you get it?

- No problem - it has been my pleasure and glad to know there is still freedom of speech in this country and somebody cares.
- "I enjoyed it."
- It's a good idea - you can get feedback and make improvements.
- Fine.
- Very good.
- "I appreciate this."
- Great!
- It's a good sign.
- Fine! Super! How else would you find out?
- Glad they are doing this to try and improve.
- Didn't mind - don't know that he knows enough about public education to be of help.
- I hope it gets through to the people who are making decisions!
- Surprised.
- If what he said can help "shed light" on some of the issues - "great".
- Hopes that it will open their eyes to the problems - has come across brick walls - feels privileged that she was spoken to.
- Agrees with survey - doesn't agree with structure - not have survey furnish answers. "You" can shape answers to your own purposes. Would be better to ask the questions and let "me" or "others" respond without "answer" framework.
- Interesting.
- I agree 100% with what you're doing.
- "Pretty good."
- It was interesting.
- Good survey - good questions - excellent idea to do.
- No objections.
- Unusual - never done it before.
- Excellent, assuming someone looks at the information and it's not just a PR thing.
- Thinks it's a step in the direction of improved communications.
- It's not really fair to ask parents in the community when they are not too sure about what's really going on at the school district.
- Good idea.
- I guess it's a good idea - hope it will help.
- Pleased it's being done.
- Good idea.
- I wish I had more. (My lack of experience with the school because my child is not in school yet); Good idea to get first-hand information.
- It's good to ask the public from time to time.

- Indifferent.
- I'm glad the money is fairly utilized.
- Fun talking with you.
- Happy to be a part.
- Feel shouldn't take part in this survey because she hasn't really kept up with some of the issues.
- If this helps to reconstruct the system, then it's good.
- Happy to participate if the survey has some relevance, as this does. For example, he does not like car surveys, etc.
- "I don't mind, as long as I can be of help."
- "Wonderful."
- "I didn't mind."
- Good.
- Don't mind.
- Needs to be done - and glad it's being done.
- Healthy thing to do.
- I'm glad they're doing this and hope this will be used for good purposes.
- Hopes the information is good; hopes it has positive effects. He doesn't know how valid his comments are becuase he doesn't teach in this community - glad to help.
- Gets a lot of calls like this; glad to put in his opinions.
- Glad to get some things off his chest and say some things he feels should be done.
- Good.
- I don't mind. Most people would have hung up, but I don't mind. I'm interested in the students.
- Excellent - glad to see concern of school.
- Good.
- He seemed to equate this survey to other questionnaires about the school he has participated in.
- Kind of neat, likes to help out and see if he can make some changes.
- Fine.
- "It's ok."
- "Honored. I hope what I said will be considered."
- Really nice to take time to talk - nice conversation - will probably become more involved due to this.
- Interest in why survey is being done.
- I'm really glad they're doing this! This is an excellent way to communicate with the public.
- I think that surveys are generally good. The public is apathetic.

- I enjoyed it very much; this is the only kind of communication I've ever got. I've tried contacting the Superintendent 3 times and he never returned my call; neither did the Board.
- If my opinions will help the situation, then I'm all for it.
- Worthwhile, doesn't mind, especially if he were more intimately involved with the schools.
- I finally had to express my feeling - this was a very good opportunity for me.
- "I'm glad to help out."
- I'm glad that somebody is concerned about the schools here and glad to be a part of it.
- Fine - feels these issues need to be addressed.
- Glad to see it's being done.
- Difficult to be non-biased because I don't have children in school and get some of my information from hear-say.
- "Neat - glad to see someone who cares."
- Pleased.
- (Joking) she thinks she can talk all day but, still nothing will get done. Secondly, this is the first time anybody has ever asked her of her opinions.
- I welcome these type of surveys.
- Generally has bee distrustful of San Lorenzo Vally School District but they are changing and she is pleased that someone is taking time to address these problems.
- He feels a "little uninformed."
- Hope something's done about it (this survey).
- All they do is have these things and don't really make decisions - waste of schools' money - so overly democratic that he doesn't feel any real progress occurs. Administrators are too "chicken" today of lousy teachers.
- Anything to do with education, I'm for it.
- I hope it does some good.
- Too long - too tedious.
- I'm glad it was asked.
- Caught her off guard - she just got out of the shower.
- It's good - positive approach.